

IMAGES OF FIGURE AND ANAGRAM MEDIA DEVELOPMENT IN OPTIMIZATION OF VOCABULARY MASTER

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Abstract

Media Image and Anagram is an effort to optimize the mastery of Indonesian vocabulary for class I students of Madrasah Ibtidaiyah. This study uses Research and Development (R&D) research methods adapted into 7 Borg And Gall development models: (Potentials and Problems, Data Collection, Product Design, Design Validation, Design Revision, Product Trial, and Product Revision). The population of this study was 26 students of class I MI Islamiyah Tempursari-Lumajang, who were divided into experimental and control groups. Data collection in this study used interviews, observations, questionnaires, and tests. The development of Pictures and Anagrams media resulted in Visual media products in the form of Stand Boards. Media product validation is carried out to determine the product's feasibility, the material validator's results get a score of 94, and the media design validator is 97. The Images of Figure and Anagram media are designed attractively to get a score of 95.3 in response to media attractiveness. In the t-test with a significance level, the results obtained 5% (2-tailed) $0.0001 < 0.05$, meaning H_0 is rejected and H_a is accepted, so there is a significant difference in increasing Indonesian vocabulary mastery between the experimental group using Pictures and Anagrams media with an impact group that did not use Pictures and Anagrams media.

Keywords: learning media, Images of Figure and Anagram, Vocabulary mastery

Introduction

Vocabulary mastery is one of the first steps in language development activities.¹ Vocabulary

is the most important reading capital, and good readers are advised to understand words in other fields of knowledge besides reading capital. The more you master a person's words, the clearer

¹ Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2014 Tentang Pengembangan, Pembinaan, Dan Perlindungan Bahasa Dan Sastra, Serta Peningkatan Fungsi Bahasa Indonesia Pasal 1 Ayat 1

the book's contents will be.² Therefore, vocabulary is an important part of the concept of language education.

Good vocabulary greatly impacts students' ability to communicate, speak and write. Sufficient vocabulary will make it easier to express all arguments, thoughts, and feelings towards others, as seen in the four language skills: reading, listening, speaking, and writing.³ If students have a strong will, the teacher can provide practical learning for students.

The media used by the teacher to teach Indonesian vocabulary must be in line with how students learn and approach lower levels. The characteristics of elementary school children include: Having a strong relationship between physical condition and school success, liking to brag when they cannot complete an obligation, they think the task or work is not important, and their attention is focused on practical life.⁴

Media (Singular Medium) is the Latin language that means between or intermediaries.⁵ Learning media is continuous with software and hardware that can adjust the content of learning materials, ranging from learning materials to students. Provide a stimulus for students'

thoughts, feelings, concerns and interests so that learning goes well (inside/outside the classroom).⁶ Media represents the lack of educators to say certain words or sentences. Even certain lessons can be clarified with the media. Thus students will find it easier to master a lesson because students can see the picture clearly with the help of media.⁷ If previously only used paper cut media and letters in learning Indonesian vocabulary, in this development, the tool used is Images of Figure and Anagram media (Pictures and Anagrams).

Media Images of Figure and Anagram is short for Media Image and Anagram. Picture media are teaching materials related to pictures that are used to give messages from educators to students.⁸ Image media can also be divided into media that is heard or audio (auditory), media that is seen (visual), and media that is heard and seen (audio-visual).⁹ Another opinion says that picture media are teaching materials related to pictures used to convey

² Dwi Viora, "Kontribusi Penguasaan Kosakata Terhadap Kemampuan Membaca Pemahaman Siswa Kelas XI SMA Negeri 1 Kuok Kabupaten Kampar Provinsi Riau" *Jurnal Pen*, no. Vol 7 No 2 (2017): 154.

³ Deni Karsana Wati Kurniawati, "Aspek Penguasaan Bahasa Indonesia Oleh Siswa Sekolah Dasar di Kota Medan," *Jurnal Kajian Bahasa* Vol 9 No 2 (2020): 387, <https://doi.org/10.26499/rnh.v9i2.2977>.

⁴ Dkk Ali Mustadi, *Landasan Pendidikan Sekolah Dasar* (Yogyakarta: UNY Press, 2020).

⁵ Muhammad Yaumi, *Media Dan Teknologi Pembelajaran* (Jakarta: Prenamedia group, 2018).

⁶ Dr.Ambiyar prof, Dr.Nizwardi Jalinus, *Media Dan Sumber Pembelajaran* (Jakarta: KENCANA, 2016). 4

⁷ Desy Mandasari, Kholilur Rahman, dan Riza Faishol, "Pengembangan Media Pembelajaran Menggunakan Multimedia Interaktif Lectora Inspire," *Tarbiyatuna: Jurnal Pendidikan Islam* Vol 13 No 1 (2020): 38, <https://doi.org/10.36835/tarbiyatuna.v13i1.608>.

⁸ Ina Magdalena, dkk, "Penggunaan Media Gambar Dalam Meningkatkan Minat Belajar Siswa Kelas V SD Negri V 09 Kamal Pagi," *Jurnal Pendidikan Dan Sosial* Vol 3 No 2, no. Ina Magdalena, dkk (2021): 337, <https://doi.org/10.36088/pensa.v3i2.1374>.

⁹ Syakila, *Media Pembelajaran Bahasa Indonesia Di SMP* (Singkawang: Guepedia, 2019).40

educators' messages to students.¹⁰ The pictures used refer to class 1 thematic learning, namely Theme 7 "Benda, Hewan dan tanaman di sekitarku".

An anagram is a collection of letters that have been reworked to form a substantial number of words or expressions. Through Anagram media, train students to find new vocabulary from a group of letters from the previous vocabulary. To make it more interesting for students, this Anagram media is uniquely packaged by adding characters to the letters that will be arranged into words and colorful alphabets so that students can more easily remember and understand the vocabulary they learn from Images of Figure and Anagram media (Pictures and Anagrams). A person uses vocabulary to convey messages and opinions that everyone should hear. The more children have vocabulary, the easier it will be to obtain information. Oral and written information.¹¹ Another opinion says that vocabulary is a collection of various forms of words, including free words with or without suffixes and phrases of the same or different words, each of which has its meaning.¹²

Vocabulary mastery is the activity of acquiring or being able to understand and use words in the

language, both spoken and written. Vocabulary skills are needed because the more vocabulary a person has, the easier it is to communicate and receive information. However, vocabulary can be used as a measure of one's wisdom.¹³

Implementing teaching Indonesian vocabulary in elementary schools still requires the development and improvement of students and the learning strategies used. The situation on the ground explains that students have difficulty understanding the new vocabulary of core competencies in several subjects, such as: *Pendidikan Jasmani, Olahraga, Kesehatan (PJOK)*, *Seni Budaya dan Kerajinan (SBdP)*, *Pendidikan Pancasila dan Kewarganegaraan (PPKn)*, and many more. Other topics have a new vocabulary for them. To help students understand new vocabulary, teachers need special techniques in the learning process.

Based on the situation in Madrasahs, educators use pieces of letters and pictures that are then pasted on the blackboard to deliver Indonesian vocabulary learning to class 1 students of MI Islamiyah Tempursari. However, sometimes educators slip vocabulary learning in the middle of learning. Educators use the question-and-answer method. When students do not know the meaning of a vocabulary, the teacher will explain it.

Learning Indonesian vocabulary using pieces of letters and pictures is not yet fully effective because pieces of monotonous black letters and

¹⁰ Dkk Janner simarmata, *Elemen Elemen Multimedia Untuk Pembelajaran* (Medan: Yayasan kita menulis, 2020). 42

¹¹ Maftuhatul Ulumiyah Kumala Sari, "Upaya Meningkatkan Penguasaan Kosakata Bahasa Indonesia Dengan Menggunakan Permainan Anagram Di Sekolah Dasar," *Jurnal Basicedu* Vol 5 no 5 (2021): 3615.

¹² Mursalim Nur, Burhanuddin, and Misnah Mannahali, "Hubungan Antara Penguasaan Kosakata Dengan Keterampilan Menulis Puisi Bahasa Jerman," *Journal of Language, Literature, and Linguistics* Vol 4 No 2, no. 291 (2021).

¹³ Dkk Yulia Elviza, "Peningkatan Penguasaan Kosakata Melalui Teknik Permainan Teka-Teki Silang Di Kelas VII.A SMPn 2 Sungai Penuh," *Jurnal Pendidikan Dan Sastra Bahasa Indonesia* vol 1 no 2 (2013): 469.

pictures are printed using HVS paper Attractive for students aged 1st grade. The question and answer method are less effective in increasing students' vocabulary mastery in class 1 MI Islamiyah Tempursari-Lumajang.

This statement has been proven by several previous studies that prove an increase in learning outcomes after using learning media, including Riska Latifatul Husnah's Thesis "Development of Three-Dimensional Smart Snake and Ladder Media on Mastery of English Vocabulary Class III MI/SD" in 2019 shows that media 3-dimensional smart snake and ladder is feasible to be implemented as a learning media using a percentage of 99.9%.

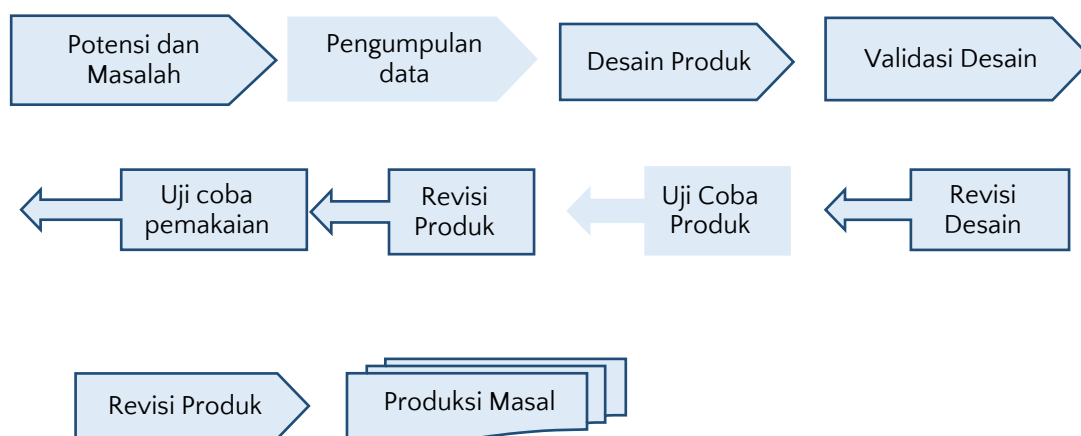
Derived from these problems, it encourages researchers to conduct

prone to wrinkle, making it less Research and development of Images of Figure and Anagram media to increase the dominance of Indonesian vocabulary for class I students of MI Islamiyah Tempursari-Lumajang.

Materials and Methods

Research methods Development, or what is known as Research and Development (R&D) with the Development model carried out by Borg and Gall.¹⁴

The research results will produce a product that aims to determine the effectiveness of the product developed in learning. This study develops a Images of Figure and Anagram media that will be applied to class I students of MI Islamiyah Tempursari-Lumajang



Gambar 1. Model pengembangan Borg and Gall

¹⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R & D* (Bandung: Alfabeta, 2017).297

This development model has been adapted into seven steps, while the development procedures adopted in this development research are: 1) Potential Problems, 2) Data Collection and Needs Analysis, 3) Product Design, 4) Design Validation by experts, 5) Design Revision, 6) Product Trial, 7) Product Revision.

In this study, the data obtained were qualitative data and quantitative data. Qualitative data were obtained from the analysis and

responses, as well as suggestions from media design experts, material experts, observations and interviews. While quantitative data is obtained from tests and questionnaires, product testing will be carried out to determine the level of effectiveness of Images of Figure and Anagram Media. The trial was carried out on class 1 students of MI Islamiyah Tempursari, totaling 26 children who were divided into experimental and control groups. The trial was carried out based on the experimental pre-test and post-test control group design.

Results

The qualitative data on the results of the material expert validation is that the material expert recommends giving aspects of the material study and activities to the

media. In contrast, the quantitative data is the data from the validation results of the media expert team and material experts obtained as follows:

Table 1. Material Expert Validator Results

| No | Question | Score | Maximum Score | Value | Validity Level |
|----|---|-------|---------------|-------|----------------|
| 1 | Material Accuracy with Curriculum | 5 | 5 | 100 | Very Valid |
| 2 | Media Material Accuracy with KI and KD | 5 | 5 | 100 | Very Valid |
| 3 | Compatibility of Images of Figure and Anagram Media Content with Learning Materials | 5 | 5 | 100 | Very Valid |
| 4 | The material presented follows the characteristics of students | 5 | 5 | 100 | Very Valid |

| | | | | | |
|------------------------|--|----|----|-----|------------|
| 5 | The material presented is easy for students to understand | 4 | 5 | 80 | Valid |
| 6 | The material presented can attract students' interest in learning vocabulary | 5 | 5 | 100 | Very Valid |
| Final score (P) | | 34 | 35 | 97 | Very Valid |

Based on the results of the validation that has been carried out, it can be seen that the product in the form of Images of Figure and Anagram media (images and Anagrams) in terms of material can be categorized as "Very Valid" or feasible with a value of 94 through the following formula:

$$P = \frac{33}{35} \times 100 = 94$$

Qualitative data on the media design expert's validation results suggests that the Media Design expert recommends further enlarging the image. In contrast, the quantitative data is the data from the validation result of the media expert team and material expert obtained as follows:

Table 2. Results of the Media Design Expert Validator

| gar | Question | Score | Maximum Score | Value | Validity Level |
|------------------------|--|-------|---------------|-------|----------------|
| 1 | Media component placement accuracy | 5 | 5 | 100 | Very Valid |
| 2 | Precise selection of font size and Alphabet | 5 | 5 | 100 | Very Valid |
| 3 | Color selection according to the characteristics of the student's material | 5 | 5 | 100 | Very Valid |
| 4 | Pictures according to the material and characteristics of students | 4 | 5 | 80 | Valid |
| 5 | Media is easy to understand by educators and students | 5 | 5 | 100 | Very Valid |
| 6 | Child-friendly media and harmless to students | 5 | 5 | 100 | Very Valid |
| 7 | Ease of using media | 5 | 5 | 100 | Very Valid |
| Final score (P) | | 34 | 35 | 97 | Very Valid |

Based on the results of the validation that has been carried out, it can be seen that the product in the form of Images of Figure and Anagram Learning media (Pictures and Anagrams) in terms of design can be categorized as "Very Eligible"

or valid with a value of 97 through the following formula:

$$P = \frac{33}{35} \times 100 = 97$$

With the following validity criteria:

Table 3. *Media Validity Criteria*

| Results | Criteria |
|----------|-------------|
| 81 – 100 | Very Valid |
| 60 – 80 | Valid |
| 40 – 60 | Quite valid |
| 20 – 40 | Not valid |
| 0 – 20 | Invalid |

Data on the results of student responses to the attractiveness of Images of Figure and Anagram

media (Pictures and Anagrams) are as follows:

Table 4. *Results of participant responses to the attractiveness of media*

| No | No Absen | Score | Maximum Score | Value | Validity Level |
|----------------------------|----------|-------|---------------|-------------|------------------|
| 1 | 13 | 24 | 25 | 96 | Very interesting |
| 2 | 03 | 24 | 25 | 96 | Very interesting |
| 3 | 06 | 24 | 25 | 96 | Very interesting |
| 4 | 21 | 25 | 25 | 96 | Very interesting |
| 5 | 07 | 24 | 25 | 92 | Very interesting |
| 6 | 26 | 24 | 25 | 100 | Very interesting |
| 7 | 09 | 23 | 25 | 88 | Very interesting |
| 8 | 14 | 23 | 25 | 92 | Very interesting |
| 9 | 05 | 22 | 25 | 100 | Very interesting |
| 10 | 01 | 23 | 25 | 92 | Very interesting |
| 11 | 19 | 25 | 25 | 96 | Very interesting |
| 12 | 16 | 24 | 25 | 100 | Very interesting |
| 13 | 15 | 25 | 25 | 96 | Very interesting |
| Total Score Gain | | | | 310 | |
| Maximum Total Score | | | | 325 | |
| Average | | | | 95,3 | |

Based on the results above, the response of a score of 95.3 is included in the very interesting

category. This score indicates a good response from class I students of MI Islamiyah Tempursarri-Lumajang.

This result is reinforced by previous research that has been done istiqomah where the attractiveness of the media obtained a score of 95.2. The attractiveness criteria are as follows:

Table 5. *Product attractiveness assessment criteria*

| Value/Score | Criteria |
|-------------|-------------------|
| 81 – 100 | Very interesting |
| 60 – 80 | interesting |
| 40 – 60 | Quite interesting |
| 20 – 40 | Note interesting |
| 0 – 20 | Not attractive |

The results of the Images of Figure and Anagram media trial (Pictures and Anagrams) are in the form of pre-test and post-test assessment data.

Table 6. *Experimental Group Values*

| No | Roll number | Value | |
|----------------|-------------|-----------|-----------|
| | | Pre Test | Post |
| 1 | 13 | 66 | 88 |
| 2 | 03 | 58 | 82 |
| 3 | 06 | 58 | 84 |
| 4 | 21 | 60 | 88 |
| 5 | 07 | 58 | 76 |
| 6 | 26 | 56 | 74 |
| 7 | 09 | 44 | 80 |
| 8 | 14 | 46 | 66 |
| 9 | 05 | 40 | 60 |
| 10 | 01 | 48 | 72 |
| 11 | 19 | 38 | 46 |
| 12 | 16 | 38 | 48 |
| 13 | 15 | 30 | 48 |
| Average | | 49 | 70 |

Table 7. *Control Group Values*

| No | Name | Value | |
|----|------|----------|-----------|
| | | Pre Test | Post Test |
| 1 | 12 | 60 | 78 |
| 2 | 23 | 58 | 60 |
| 3 | 24 | 48 | 50 |
| 4 | 08 | 48 | 50 |
| 5 | 02 | 40 | 56 |
| 6 | 25 | 54 | 58 |
| 7 | 04 | 50 | 50 |
| 8 | 17 | 42 | 48 |

| | | | |
|----------------|----|-----------|-----------|
| 9 | 10 | 42 | 44 |
| 10 | 22 | 40 | 46 |
| 11 | 11 | 32 | 36 |
| 12 | 18 | 34 | 30 |
| 13 | 20 | 30 | 30 |
| Average | | 44 | 49 |

The results above show that the average post-test evaluation results for the experimental class were 70, and the post-test evaluation results for the control class were 49. These values indicate a significant disparity in the results in vocabulary mastery between the experimental group of students with specific treatment using Images of Figure and Anagram media (pictures and anagrams) with control class students who were not given learning using Images of Figure and Anagram media during the learning process.

a. Control group. To test the effectiveness of Images of Figure and Anagram media (Pictures and Anagrams) a post-test evaluation trial was carried out between the experimental group and the control group. The post-test Normality test

results of the experimental and control group students will be processed and analyzed using a t-test to confirm or prove the effectiveness of Images of Figure and Anagram media (Pictures and Anagrams) in increasing the vocabulary mastery of Indonesian students of I MI Islamiyah Tempursari-Lumajang students. The steps for testing data using the SPSS Version 25 Software Application with the following hypotheses: 1) Ho: there is no disparity in increasing Indonesian vocabulary mastery between the experimental group and the control group 2) Ha: there is a difference in increasing Indonesian vocabulary mastery between the experimental group and the control group.

b. Normality test

Table 8. Normality Test

One-Sample Kolmogorov-Smirnov Test

| | | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N | | 26 |
| Normal Parameters ^{a,b} | Mean | .0000000 |
| | Std. Deviation | .40220012 |
| Most Extreme Differences | Absolute | .095 |
| | Positive | .076 |
| | Negative | -.095 |
| Test Statistic | | .095 |
| Asymp. Sig. (2-tailed) | | .200 ^{c,d} |

Based on the results above, the normality test with the One-Sample Kolmogorov Smirnov Test shows that the probability value of t-statistics > Level of Significant =

0.05, i.e., 0.200 > 0.05, the assumption of normality can be fulfilled and is classified as normal.

c. Homogeneity Test

Table 9. *Test of Homogeneity of Variances*
Test of Homogeneity of Variances

| | | Levene Statistic | df1 | df2 | Sig. |
|-----------------|--------------------------|------------------|-----|--------|------|
| Hasil Post Test | Based on Mean | 1.225 | 1 | 24 | .279 |
| | Based on Median | .724 | 1 | 24 | .403 |
| | Based on Median and with | .724 | 1 | 23.929 | .403 |
| | Based on trimmed mean | 1.126 | 1 | 24 | .299 |

Based on the homogeneity test results, the probability value of F-statistics > Level of significant = 0.05, which is 0.279 > 0.05, so the data meets the assumption of

homogeneity. It can be concluded that the population being studied is homogeneous.

d. T-test

Table 10. *t-test*

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Hasil Post Test | Equal variances assumed | 1.225 | .279 | 3.818 | 24 | .001 | 21.231 | 5.561 | 9.753 | 32.709 |
| | Equal variances not assumed | | | 3.818 | 23.384 | .001 | 21.231 | 5.561 | 9.737 | 32.725 |

The research and development process for Images of Figure and Anagram media is based on seven stages of Borg And Gall development (Potentials and Problems, Data Collection, Product Design, Design Validation, Design Revision, Product Trial, Design Revision). This research and development produce products from diagram media and test data. The process of developing Images of Figures and Anagram media is based on the media's design and the

material presented in the media. The primary materials, colors, types of Alphabet Fonts, and various Images of Figures and Anagram media design tools were selected and adapted according to the characteristics of the first graders of SD/MI. Then the material developed on the Images of Figure and Anagram media is based on the thematic book for grade 1 Theme 7, "Different, Animals and Plants Around Me. It is intended that

Images of Figure and Anagram media (Pictures and Anagrams) can attract the attention of students when learning is carried out so that the impression of the media is not constant and does not make students bored.

The evidence of the effectiveness of the Images of Figure and Anagram Media (Pictures and Anagrams) in optimizing the vocabulary mastery of the first-grade students of MI Islamiyah Tempursari-Lumajang is evident from the results of the Pre Test and Post Test conducted by the experimental group and the control group. Simply put, the average value of the pre-test and post-test of each experimental and control group proves an increase in the mastery of Indonesian vocabulary. The average pre-test value of the experimental group at first was only 49. After the completion of this group was given specific treatment using Images of Figure and Anagram media (Pictures and Anagrams), and the results of the post-test average score increased to 70. the control group was initially 44. After learning to use the media cut-out pictures and cut letters on HVS paper, the value also increased but not significantly, with an average of 45. This result was strengthened by research conducted by this study where pre-test 51 and post-test results were obtained. With the increase in the average post-test score between the experimental and control groups, it can be analyzed that the post-test scores of the experimental group

were higher and significantly increased than the control group.

Conclusion

Based on the results of the research and the results of testing the Images of Figure and Anagram media products on the first-grade students of MI Islamiyah-Tempursari, the following conclusions were obtained: first, Images of Figure and Anagram Media (Pictures and Anagrams) was developed with the Borg And Gall development model consisting of 7 stages of the model. Development, namely (a) Potential and Problems, At this stage, researchers look for potential to be developed, namely the enthusiasm of students for unique and fun learning media, then find problems in the form of vocabulary mastery which is quite low and less attractive and effective. (b) Data Collection, Researchers, collect data through observation and interviews (c) Product Design; at this stage, the researcher selects and determines the materials, components, and Images of Figures and Anagram Media Design (d) Design Validation, Media Design that will be developed into a Product through a Team of Experts or Validators Obtaining a Material Expert Validation Score before sar 94, and Obtaining a Media Design Expert Validation Score of 97 (e) Design Revision, Products that have been Developed and Validated by Material Experts and Media Design Experts Then Revised according to the advice given by the Expert Team.

(f) Product Trial tests Images of Figure and Anagram media products (Pictures and Anagrams) on class I students of MI Islamiyah Tempursari - Lumajang, classified into experimental and control groups. At this stage, the researchers conducted a Pre-Test and post-test assessment and the attractiveness of media products to determine the effectiveness and attractiveness of Images of Figure and Anagram media (Pictures and Anagrams) (g). Product revision, Final terms were carried out to correct existing deficiencies in the media and to conduct an assessment of the media based on the test results based on the Product Trial level; second, the test results of Images of Figure and Anagram media products (Pictures and Anagrams) prove that Images of Figure and Anagram media is interesting and effective to implement in the process of learning Indonesian vocabulary for class I

students of MI Islamiyah Tempursari-Lumajang. student responses to the attractiveness of the media obtained a score of 95.3. then the effectiveness of this Images of Figure and Anagram media, as evidenced by the results of the t-test analysis with the acquisition of a significant result (2-tailed) $0.001 < 0.05$, H_0 is rejected.

The advantage of this picture and anagram media is that the media can be used by students to play while learning because the characteristics of this media invite students to be active following the sensory-motor development of physical movement and the pre-operational development of students in exchanging objects for a symbol. The shortcomings of this media in choosing the typeface and color of the media components must be considered in its preparation.[]

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